

2012年同等学力人员申请硕士学位 英语水平全国统一考试

模拟考场

主编 ○ 白 洁

主审 ○ 张锦芯

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10套全真模拟试题 解析精细 ◆

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同等学力人员申请硕士学位
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前言

Preface

同等学力人员申请硕士学位英语水平全国统一考试自1995年实施以来至今已经走过了17个年头。参加考试的人数从最初的400多人增至10多万人。很多考生在即将步入考场之前的一段时间常常感到非常困惑,虽然已经进行了一段时间的复习备考,但是临近考试之前应该选择什么复习材料对于他们来说才是最有针对性的,练习一些什么样的题目才能获得最好的收效,这是许多考生都会提出的问题。

首先,历年考试真题是考前必须要认真钻研的最有效的复习材料。考生通过研究历年考试真题,可以明确掌握考试大纲中规定的考试内容和要求,可以领会出题人的命题思路 and 原则,归纳总结各种问题的特点和规律,了解命题材料的来源、范围和难度,概括出各种题型的应试方法和技巧。

其次,模拟试题是考生考前练习应试方法和技巧、提高答题速度和准确率必不可少的复习材料。通过模拟实际考试的操作流程,限定时间,做一定量的模拟试题,可以帮助广大考生提高备考效率,稳定应考情绪,调整考试心理状态,学会应对在考试中可能遇到的情况,合理安排回答各部分考试题目的时间,为实现在考场上以不变应万变做好铺垫。为了满足考生进行考前模拟训练的需要,中国人民大学出版社组织了一批具有丰富教学经验、熟悉本考试的出题规律、多年从事本考试辅导教学工作的老师精心编写了《2012年同等学力人员申请硕士学位英语水平全国统一考试模拟考场》一书。

本书的特点如下:

1. 精心编写了十套模拟考试练习题,按照历年考试真题试卷中试题的难易度、出题思路和顺序编写,使考生在临近考试的一段时间里能够以比较接近历年考试真题的材料进行模拟演练,在限定时间内回答各部分问题,并总结归纳出自己在做每一套题时的答题速度、准确率、分值和应试方法与技巧的运用情况,通过求取平均数来了解考生应试的能力和可能的考试结果。

2. 第一部分会话技能在提供每一道题的正确答案的同时,还归纳了问题的考查要点,帮助考生了解常考点,在问题解析部分详细介绍了每个问题的情景、上下文内容,阐明了选择正确答案的原因,解释了干扰项的错误所在。考生通过阅读分析解析部分可以掌握这部分的出题规律和常考点,有效提高对话技能部分的实践能力和应试能力。

3. 第二部分词汇测试给出了正确答案和每一个选择项的释义,最为有益的是提供了一些易选错和有特殊用法的词语的详细讲解与辨析,有的还给出了一些例句,以帮助考生真正掌握这些被考查词语的用法,另外还提供了一些考查句子的汉语参考译文,从而帮助

考生在复习时实现“知其然，知其所以然”，为考生在扩展和利用英语词汇方面打下坚实的基础。另外，在一些词汇常考项目的讲解中还补充了同义词、近义词辨析和近形词辨析等，并通过提供相关例句，方便考生真正掌握这些词语的实际运用，达到举一反三的效果。

4. 第三部分阅读理解不仅提供了各个问题的正确答案，而且详细分析了问题与原文相关信息的对应性，通过阅读问题题解，考生可以更加准确地理解文章中与问题相关内容的含义及汉语参考译文。这样可以帮助考生通过阅读重点信息掌握阅读理解的出题思路、应试方法，同时还可以帮助考生提高英译汉的能力，一举多得。

5. 第四部分综合填空在详解的过程中首先概括性地介绍了阅读方法和解题思路，指出抓住文章首尾句、主题句、关键词和文章写作思路的重要性，然后指出文章大意和文章写作结构，最后详细地逐题提供正确答案、解题的具体方法、干扰项的含义以及相关词汇短语的用法，这些详尽的分析可以非常有效地帮助考生全方位提高英语语言知识和运用能力。详解中还提供了每个考查点的句子翻译和上下文内容的解释，为考生更加准确全面地了解文章内容、训练英译汉提供了有益的帮助。最后编者从整体上对每篇综合填空文章进行了概括性的小结，以使考生融会贯通、触类旁通。

6. 第五部分翻译分别对英译汉和汉译英的两个短文提供参考译文，然后进行了非常细致的句子解析，从语法结构、难点词汇、每个句子的参考译文几个方面对英译汉考题进行深入浅出的阐述和说明，从根本上解决了考生复习英译汉时遇到的难题和困惑。而汉译英部分不仅提供参考译文，还详细地从句式结构、词语选择等方面给出了考查句子的多种翻译方式，另外提供了相关重点词语的用法举例，不仅对考生应试有帮助，而且可以指导考生在平时的生活、工作和学习中的英语语言运用，提高考生的翻译能力和水平。

7. 第六部分写作不仅提供了范文以供参考，而且还提供了大量与考查文章主题有关的名言警句和参考用语，为了增强考生的表达能力，作者强调了各种不同的词组、短句的表达积累。提供的参考范文均为考生或者应届学生的写作原文，这些原文符合同等学力考试的写作评分标准和细则。以这些文章做范文，拉近了考生写作与真题范文的距离，更加贴近考生的英语水平，使写作部分取得理想分数不再是“可望而不可即”的了。

我们期待着这本《模拟考场》能够在考试前为考生带来最大的帮助，能够实实在在地提高考生的英语语言知识和语言运用能力，能够使考生在较短的时间内最快地掌握英语学习方法、答题技巧和应试技能，最终取得理想的成绩，顺利通过考试。

本书由中国人民大学外国语学院张锦芯教授主审，白洁副教授主编，编写者有李守京和田育英教授，郭庆民、李慧明、陈丽丽、韩满玲副教授以及曹波、唐启明老师。在编写过程中，新华社译审陈金岚同志参加了部分审订工作。

限于水平和时间，疏漏和失误在所难免，欢迎广大同仁和读者批评指正。

编者

2012年2月

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同等学力人员申请硕士学位英语水平全国统一考试

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Paper One 试卷一

(90 minutes)

Part I Dialogue Communication (10 minutes, 10 points, 1 for each)

Section A Dialogue Completion

Directions: *In this section, you will read 5 short incomplete dialogues between two speakers, each followed by 4 choices marked A, B, C and D. Choose the answer that best suits the situation to complete the dialogue by marking the corresponding letter with a single bar across the square brackets on your machine-scoring ANSWER SHEET.*

1. **A:** George, I would like to introduce a friend of mine, if I may: Albert Snow. Albert, this is George Smith.

B: _____

A. How have you been?

B. Pleased to meet you, George.

C. Mind if I call you George?

D. The pleasure is mine.

2. **A:** I'm much grateful to you for everything you've done for me.

B: _____

A. Forget about it.

B. That's all right.

C. I'm pleased to be at your service.

D. You are very welcome to visit our country.

3. **A:** You look more fit and better.

B: _____

A. Thanks. I had a lot of exercise and drank vegetable juice every day.

B. Sorry, I don't think I am more fit. Actually, I caught a bad cold.

C. Yes. I'm much more fit. And you?

D. I'm glad to see you too, though I'm not much better than ever before.

4. **A:** I noticed a copy of Scientific American on your desk. May I borrow it?

B: _____

A. Yes, you can.

B. Yes, you could.

C. Yes, go on.

D. Yes, help yourself.

5. **A:** We're going to have dinner out this evening. Would you like to come?

B: _____

A. I'd love to, but I am busy this evening.

B. Good to have dinner with you again.

C. I'm not sure. I am busy this evening.

D. If you go to the Sichuan Restaurant, I'll come.

Section B Dialogue Comprehension

Directions: *In this section, you will read 5 short conversations between a man and a woman. At the end of each conversation there is a question followed by 4 choices marked A, B, C and D. Choose the best answer to the question from the 4 choices by marking the corresponding letter with a single bar across the square brackets on your machine-scoring ANSWER SHEET.*

6. **W:** Everybody is helping out with dinner. Would you make the salad?

M: Anything but that!

Q: What does the man mean?

A. He would make the salad.

B. He prefers another job.

C. Anything is OK for him.

D. He doesn't care about what to make.

7. **W:** That lecture was absolutely fascinating!

M: I couldn't agree with you more.

Q: What does the man mean?

A. He shares the woman's opinion.

B. He didn't agree with the woman at all.

C. He agreed with the woman more or less.

D. He would agree with the woman if she had said more.

8. **M:** The football team seems to have lost a lot of games recently.

W: You can say that again.

Q: What does the woman mean?

A. The team has certainly done poorly.

B. She didn't catch what the man said.

C. She asked the man to repeat.

D. She can't understand why the team failed.

9. **M:** Do you ever know what Tony is talking about?

W: Never, he always beats around the bush.

Q: What's the reason why the woman cannot understand Tony?

- A. She was beaten.
- B. Tony doesn't come to the point.
- C. Tony likes to go the bushes.
- D. The woman doesn't see Tony often.

10. W: Do you really think Prof. Green will make you re-do the entire experiment?

M: I don't know. I'll cross the bridge when I come to it.

Q: What's the man planning to do?

- A. Put off what he is supposed to do now.
- B. Ask someone for help.
- C. Get ready for the professor's instruction.
- D. Wait and see what happens.

Part II Vocabulary (20 minutes, 10 points, 0.5 for each)

Section A

Directions: In this section, there are 10 sentences, each with one word or phrase underlined. Choose the one from the 4 choices marked A, B, C and D that best keeps the meaning of the sentence. Then mark the corresponding letter with a single bar across the square brackets on your machine-scoring ANSWER SHEET.

11. They make a lot of money by clever manipulation of the stock market.

- A. purchase
- B. option
- C. control
- D. analysis

12. He hasn't got any money—so he is bound to turn up sooner or later.

- A. is sure to
- B. is unlikely to
- C. is reluctant to
- D. is willing to

13. It is the responsibility of every government to uphold certain basic principles.

- A. pass
- B. adopt
- C. support
- D. veto

14. He still couldn't understand the impulse that had made him tell the lies.

- A. reason
- B. idea
- C. complexion
- D. urge

15. A spokesman said that this did not represent a suspension of aid to that country.

- A. stop
- B. increase
- C. decrease
- D. expansion

16. In 1984, President Ronald Reagan proposed that the United States construct a launch laboratory for a new era of space exploration.

- A. research
C. invasion
- B. revenge
D. expansion

17. The mother is told that her child is desperately ill—the chances of survival are slim, and the treatment is as dreadful as the disease.

- A. incurable
C. impossible
- B. fearful
D. troublesome

18. In the first decades of the twentieth century, the individual gene could not be seen, but could be worked with fruitfully.

- A. blindly
C. productively
- B. completely
D. carefully

19. She was so stubborn that she wouldn't adjust her opinions.

- A. inflexible
C. wise
- B. alert
D. talented

20. One of the most interesting inhabitants of our world is the bee, an insect which is indigenous to all parts of the globe except the polar regions.

- A. residents
C. intimates
- B. pets
D. creatures

Section B

Directions: In this section, there are 10 incomplete sentences. For each sentence there are 4 choices marked A, B, C and D. Choose the one that best completes the sentence. Then mark the corresponding letter with a single bar across the square brackets on your machine-scoring ANSWER SHEET.

21. It's no good being _____ of those who are more talented than you.

- A. envious
C. generous
- B. capable
D. secure

22. The idea of a balanced diet is very difficult to put _____ to someone who knows nothing about food values.

- A. over
C. along
- B. aside
D. across

23. _____ my colleagues and myself I'd like to give a warm welcome to you all.

- A. In honor of
C. On behalf of
- B. In the name of
D. For the sake of

24. He received an _____ letter threatening to disclose details of his affair if he didn't pay the money.

- A. ambitious
C. autonomous
- B. anonymous
D. auxiliary

25. I'll have to be late home—something's just _____ at work.

A. come on

B. come up

C. come to

D. come across

26. To use a Chinese saying, this is "a punishment which they well _____."

A. serve

B. reserve

C. deserve

D. preserve

27. All the information we have collected in relation to that case _____ very little.

A. puts up with

B. adds up to

C. comes up with

D. makes up for

28. Today, housework has been made much easier by electrical _____.

A. facilities

B. appliances

C. apparatus

D. equipment

29. Circus lions, although they have been tamed, can _____ attack their trainer.

A. reluctantly

B. deliberately

C. unexpectedly

D. subsequently

30. Clifford Shaw, an American sociologist, reached the conclusion that the industrial-urban environment _____ the moral fiber (品质, 意志) and traditions of immigrants who settled in the great cities.

A. shortened

B. lessened

C. lightened

D. weakened

Part III Reading Comprehension (45 minutes, 30 points, 1 for each)

Directions: There are 5 passages in this part. Each passage is followed by 6 questions or unfinished statements. For each of them there are 4 choices marked A, B, C and D. Choose the best one and mark the corresponding letter with a single bar across the square brackets on your machine-scoring ANSWER SHEET.

Passage One

Cars account for half the oil consumed in the U. S., about half the urban pollution and one fourth the greenhouse gases. They take a similar toll of resources in other industrial nations and in the cities of the developing world. As vehicle use continues to increase in the coming decade, the U. S. and other countries will have to deal with these issues or else face unacceptable economic, health-related and political costs. It is unlikely that oil prices will remain at their current low level or that other nations will accept a large and growing U. S. contribution to global climatic change.

Policymakers and industry have four options: reduce vehicle use, increase the efficiency and reduce the emissions of conventional gasoline-powered vehicles, switch to less

harmful fuels, or find less polluting driving systems. The last of these—in particular the introduction of vehicles powered by electricity—is ultimately the only sustainable option. The other alternatives are attractive in theory but in practice are either impractical or offer only marginal improvements.

For example, reduced vehicle use could solve traffic problems and a host of social and environmental problems, but evidence from around the world suggests that it is very difficult to make people give up their cars to any significant extent. In the U. S. , mass-transit ridership and carpooling have declined since World War II. Even in western Europe, with fuel prices averaging more than \$ 1 a liter (about \$ 4 a gallon) and with easily accessible mass transit and dense populations, cars still account for 80 percent of all passenger travel.

Improved energy efficiency is also appealing, but automotive fuel economy has barely made any progress in 10 years. Alternative fuels such as natural gas, burned in internal-combustion engines, could be introduced at relatively low cost, but they would lead to only marginal reductions in pollution and greenhouse emissions (especially because oil companies are already spending billions of dollars every year to develop less polluting types of gasoline).

31. From the passage we know that the increased use of cars will _____.
A. consume half of the oil produced in the world
B. have serious consequences for the well-being of all nations
C. widen the gap between the developed and developing countries
D. impose an intolerable economic burden on residents of large cities
32. The U. S. has to deal with the problems arising from vehicle use because _____.
A. most Americans are reluctant to switch to public transportation systems
B. the present level of oil prices is considered unacceptable
C. other countries will protest its increasing greenhouse emissions
D. it should take a lead in conserving natural resources
33. Which of the following is the best solution to the problems mentioned in the passage?
A. The designing of highly efficient car engines.
B. A reduction of vehicle use in cities.
C. The development of electric cars.
D. The use of less polluting fuels.
34. Which of the following is practical but only makes a marginal contribution to solving the problem of greenhouse emissions?
A. The use of fuels other than gasoline.
B. Improved energy efficiency.
C. The introduction of less polluting driving systems.
D. Reducing car use by carpooling.
35. Which of the following statements is TRUE according to the passage?
A. The decline of public transportation accounts for increased car use in western Europe.

- B. Cars are popular in western Europe even though fuel prices are fairly high.
- C. The reduction of vehicle use is the only sustainable option in densely populated western Europe.
- D. Western European oil companies cannot sustain the cost of developing new-type fuels.
36. Which of the following is not one of the consequences brought by increasing use of cars in the U. S. ?
- A. The increase of oil consumption.
- B. The serious urban pollution.
- C. The climbing of the greenhouse gases.
- D. The large numbers of different vehicles.

Words & Expressions:

toll	<i>n.</i> 损耗
carpooling	<i>n.</i> 合伙用车
combustion	<i>n.</i> 燃烧

Passage Two

Cyberspace, data superhighways, multi-media, for those who have seen the future, the linking of computers, television and telephones will change our lives for ever. Yet for all the talk of a forthcoming technological utopia little attention has been given to the implications of these developments for the poor. As with all new high technology, while the West concerns itself with the “how”, the question of “for whom” is put aside once again.

Economists are only now realizing the full extent to which the communications revolution has affected the world economy. Information technology allows the extension of trade across geographical and industrial boundaries, and transnational corporations take full advantage of it. Terms of trade, exchange and interest rates and money movements are more important than the production of goods. The electronic economy made possible by information technology allows the haves to increase their control on global markets—with destructive impact on the have-nots.

For them the result is instability, developing countries which rely on the production of a small range of goods for export are made to feel like small parts in the international economic machine. As “futures” are traded on computer screens, developing countries simply have less and less control of their destinies.

So what are the options for regaining control? One alternative is for developing countries to buy in the latest computers and telecommunications themselves—so-called “development communications” modernization. Yet this leads to long-term dependency and per-

happens permanent constraint on developing countries' economies.

Communications technology is generally exported from the U. S. , Europe or Japan; the patents, skills and ability to manufacture remain in the hands of a few industrialized countries. It is also expensive, and imported products and services must therefore be bought on credit—credit usually provided by the very countries whose companies stand to gain.

Furthermore, when new technology is introduced there is often too low a level of expertise to exploit it for native development. This means that while local elites, foreign communities and subsidiaries of transnational corporations may benefit, those whose lives depend on access to the information are denied it.

37. From the passage we know that the development of high technology is in the interest of _____ .

- A. the rich countries
- B. scientific development
- C. the elite
- D. the world economy

38. It can be inferred from the passage that _____ .

- A. international trade should be expanded
- B. the interests of the poor countries have not been given enough consideration
- C. the exports of the poor countries should be increased
- D. communications technology in the developing countries should be modernized

39. Why does the author say that the electronic economy may have a destructive impact on developing countries?

- A. Because it enables the developed countries to control the international market.
- B. Because it destroys the economic balance of the poor countries.
- C. Because it violates the national boundaries of the poor countries.
- D. Because it inhibits the industrial growth of developing countries.

40. The development of modern communications technology in developing countries may _____ .

- A. hinder their industrial production
- B. cause them to lose control of their trade
- C. force them to reduce their share of exports
- D. cost them their economic independence

41. The author's attitude toward the communications revolution is _____ .

- A. positive
- B. critical
- C. indifferent
- D. tolerant

42. Which of the following countries will benefit least from the advanced communications technology in the author's opinion?

- A. The United States.
- B. Japan.
- C. Kenya.
- D. The Great Britain.

Words & Expressions:

cyberspace	<i>n.</i> 网络空间, 电脑空间
utopia	<i>n.</i> 乌托邦, 理想社会
futures	<i>n.</i> 期货
patent	<i>n.</i> 专利权, 执照, 专利品
stand to gain	一定获利

Passage Three

When I was a kid, I never knew what my parents—or anyone else's—did for a living. As far as I could tell, all grownups had mysterious jobs that involved drinking lots of coffee and arguing about Richard Nixon. If they had job related stress, they kept it private. Now American families are expected to be more intimate. While this has resulted in a lot more hugs, “I love you's,” and attendance at kids football games, unfortunately we parents also insist on sharing the frustrations of our work lives.

While we have complained about our jobs or fallen asleep in car pool lines, our children have been noticing. They are worried about us. A new survey, “Ask the Children,” conducted by the Family and Work Institute of New York City, queried more than 1,000 kids between the age of 8 and 18 about their parents' work lives. “If you were granted one wish to change the way your parents' work affected your life,” the survey asked kids, “what would that wish be?” Most parents assumed that children would want more time with them, but only 10% did. Instead, the most common wish (among 34%) was that parents would be less stressed and tired by work.

Allison Levin is the mother of three young children and a professional in the growing field of “work/life quality”. Levin counsels employees who are overwhelmed by their work and family obligations to carefully review their commitments—not only at the office but at home and in the community too—and start paring them down. “It's not about getting up earlier in the morning so you can get more done,” she says. “It's about saying no and making choices.”

We can start by leaving work, and thoughts of work, behind as soon as we start the trip home. Do something to get yourself in a good mood, like listening to music, rather than returning calls on the cell phone. When you get home, change out of your work clothes, let the answering machine take your calls, and stay away from e-mail. When your kids ask about your day, tell them about something good that happened. (In the survey, 69% of moms said they liked their work, but only 42% of kids thought their mothers really did.)

Parents can also destress by cutting back on their children's activities. If keeping up with your kid's schedule is killing you, insist that he choose between karate lessons and

the theater troupe. Parents should also sneak away from work and family occasionally to have some fun. I keep a basketball in the trunk of my car. I might never be able to fix everything at work or at home, but at least I can work on my jump shot.

43. Which of the following sentences can be the best title of this passage?

- A. Kids Say: Chill.
- B. Kids Stress Parents.
- C. Parents Complain about Work.
- D. Parents Get in Good Mood.

44. The author mentions her own childhood experience to show that _____ .

- A. she never understood why her parents had odd jobs and argued about the president
- B. she didn't know what her parents did to earn money to support the family when she was young
- C. she did understand why the Americans became more and more close and hugged a lot
- D. she could see that the American parents keep the stress and tiredness from work to themselves

45. We can infer from the second paragraph that nowadays the children _____ .

- A. are very anxious about their parents for their hard work
- B. are looking forward to being with their parents
- C. are very considerate about their parents
- D. are very ambitious to change their parents' work

46. The phrase "paring them down" in the third paragraph most likely means _____ .

- A. gathering the work and family duties together
- B. matching the work quality to life quality
- C. decreasing the defeating commitments
- D. denying to fulfill their work and family obligations

47. Which of the following is not the way to destress the parents' heavy burden?

- A. Forgetting about the job as soon as leaving the office.
- B. Reducing participating the activities for the children.
- C. Sharing with the children some happy experience.
- D. Taking part more actively in community activities.

48. We can infer from the passage that _____ .

- A. many parents don't talk about their work in front of their children
- B. some kids don't know their parents relish their jobs very much
- C. many children don't care whether their parents enjoy their job
- D. some kids don't want to know their parents' opinion on work

Words & Expressions:

query	v. 质问
pare down	减少
karate	n. 空手道
troupe	n. 剧团
sneak	v. (非正规用词) 偷偷地走
chill	v. (俚语) 放松

Passage Four

Video recorders and photocopiers, even ticket machines on the railways, often seem unnecessarily difficult to use. Last December I bought myself a video cassette recorder (VCR) described as “simple to use”. In the first three weeks I failed repeatedly to program the machine to record from the TV, and after months of practice I still made mistakes. I am not alone. According to a survey last year by Ferguson, the British manufacturer, more than one in four VCR owners never use the timer on their machines to record a programme: they don’t use it because they’ve found it far too hard to operate.

So why do manufacturers keep on designing and producing VCRs that are awkward to use if the problems are so obvious? Firstly, the problems we notice are not obvious to technically minded designers with years of experience and trained to understand how appliances work. Secondly, designers tend to add one or two features at a time to each model, whereas you or I face all a machine’s features at once. Thirdly, although finding problems in a finished product is easy, it is too late by then to do anything about the design. Finally, if manufacturers can get away with selling products that are difficult to use, it is not worth the effort of any one of them to make improvements.

Some manufacturers say they concentrate on providing a wide range of features rather than on making the machines easy to use. But that gives rise to the question, “Why can’t you have features that are easy to use?” The answer is you can. Good design practice is a mixture of specific procedures and general principles.

For a start, designers should build an original model of the machine and try it out on typical members of the public—not on colleagues in the development laboratory. Simple public trials would quickly reveal many design mistakes. In an ideal world, there would be some ways of controlling quality such as that the VCR must be redesigned repeatedly until, say, 90 per cent of users can work 90 per cent of the features correctly 90 per cent of the time.

49. The author had trouble operating his VCR because _____ .

- A. he had neglected the importance of using the timer
- B. the machine had far more technical features than necessary
- C. he had set about using it without proper training